

A decorative vertical line on the left side of the page, composed of two parallel lines. It extends from the top to the bottom of the page, with a short horizontal segment at the top and bottom.

California Schools

A decorative horizontal line at the bottom of the page, composed of two parallel lines. It extends from the left to the right of the page, with a short vertical segment at the left and right.

November, 1947

CALIFORNIA SCHOOLS

Vol. XVIII, No. 11
NOVEMBER, 1947

ROY E. SIMPSON

Superintendent of Public Instruction

EDITOR:

IVAN R. WATERMAN

Chief, Division of Textbooks and Publications

Official Publication Issued
Monthly by the California
State Department of Education

Entered as second-class matter May 8,
1930, at the Post Office at Sacramento,
California, under the Act of August 24,
1912.



CONTENTS

	Page
Postwar Progress in the Public School System	241
Departmental Communications	251
Interpretations of School Law	253
For Your Information	260
Professional Literature	268
Directory	270



POSTWAR PROGRESS IN THE PUBLIC SCHOOL SYSTEM*

ROY E. SIMPSON, Superintendent of Public Instruction

A year ago when we assembled at Coronado for our annual conference, I submitted to you a report on our progress in public education in California and set forth the major problems for which we were seeking solutions. I also directed attention to our objectives for the year ahead.

Some of the objectives in that program have been achieved. For some of our problems we have found solutions. For many others, we are still working toward solutions.

Here in Sacramento, one year later, I believe it is my responsibility to review with you what results we have achieved in relation to our program as anticipated last year and to review with you also some new problems that have arisen.

Let me say first that I consider the record of the public schools in 1946-1947 an excellent one. Postwar difficulties have persisted longer and more stubbornly than we anticipated. Our lack of priorities for building has hampered our construction programs, so urgently needed. The studies that have been made concerning the growth of the state's population now indicate that we have a tremendous permanent increase. Those thousands of families that were expected to "go home" at the end of the war have remained here. Veterans who were stationed here briefly during the war are now returning to live, with their families. Nevertheless, in the face of very real difficulties created by these and other conditions, the public schools have in the first two postwar years carried through sound programs; and while their efficiency is impaired by the excessively heavy load, by the shortage of personnel, and by the lack of space, the schools are serving the state constructively.

Our major objective at this time last year was to secure approval of the program of constitutional amendments submitted to the voters of the state in November. As you know, that objective was achieved.

The passage of Propositions 3, 7, 8, and 9 gave us the best possible instruments for working toward the solving of our problems. In the major area of school finance covered in Proposition 3, we secured the support of the people for the legislation embodied in Assembly Bill 2120, now Chapter 401 of the Statutes of 1947.

Immediately after the election we went into a series of conferences with representatives of the county, city, and district superintendents, the

* Address before Annual Conference of California City, County, and District Superintendents of Schools, Sacramento, California, October 1, 1947.

trustees, the Congress of Parents and Teachers, the California Teachers Association, representatives of the principals and supervisors, and all levels of the public school system. We sought to arrive at provisions for state aid to school districts that would most equitably balance the needs of all concerned. Altogether, I believe we succeeded. But the resulting legislation is not perfect. Some provisions are proving difficult to administer.

When Assembly Bill 2120 is reviewed with the Legislature in 1949, we must be prepared to recommend some revisions. I do not yet know just what revisions will be most important. It appears today that more revision of the sections relating to the secondary schools will be needed than of those relating to elementary schools. The Bureau of School Accounts and Records informs me that present indications, as we prepare to make the first apportionment, are that the provisions for elementary school districts appear to be satisfactory. High school and junior college districts may find the operation of the law on their levels less satisfactory.

Yet let me emphasize that it is too early to tell. You have been notified, I believe, that you will receive the first apportionments shortly after October 10. Even that date, the date of your receipt of the first apportionment, will not tell the whole story. We all considered and devised this legislation together. We must study its operation together, and correct it together. But we must first put its operation to the proof. This, of course, was the intention of its sponsors and authors.

Above all, let us keep in mind that our joint purposes are constructive in this new attack on the complex problems of school finance. The people of the state have authorized an advance that is actually revolutionary. We are delegated to demonstrate the value of this progressive step. At present, I think the apportionment and equalization provisions of the new law have been handled in a fashion that the public respects. Let us keep our professional conduct in this crucial matter on a level that will merit our retention of that confidence.

Textbooks are still in short supply. I made several official statements about the program of printing and binding state textbooks by the State Printer during the 1946-1947 school year. The condition of the publishing business in private enterprise is such that tremendous backlogs exist east and west. The State Printer, Mr. Gallagher, has been making a great effort to meet the demands we are making on him. The equipment and personnel of the state printing plant have been expanded as far as possible. It may be two years, possibly longer, before production of state printed textbooks will be on schedule. In the meantime, all of us must suffer some serious shortages. I do not think it is correct to say that this

difficulty is a demonstration that the system of state printing is inadequate. The Bookmen's Association issued a statement regarding the situation as to textbooks in private publishing enterprise in February, 1947.* Shortages of paper, bottlenecks in commercial printeries, cut-backs in the size of deliveries due to such factors as press breakdowns, power shortages, and lack of priorities for textbooks in competition with general books, scarcity of new machines, and lack of bindery production were listed as factors that would keep a scarcity of textbooks prevailing in 1947.

Yet the list of available state free textbooks is larger than in many years, and by 1948 it will have been expanded by several new textbooks adopted by the State Board of Education.

In August, 1946, the Board adopted five basic textbooks in history and geography for grades 5 through 8. Two of these will be available at the start of the second semester of the present school year. Others are not due for distribution until the following year.

The Board has also issued a call for bids for textbooks in history and geography for grades 4 and 5.

At its last meeting, on August 18, 1947, the Board adopted the Winston series of arithmetic textbooks. They will provide a continuous series in this subject field from grade 3 through grade 8. The series is entitled "Arithmetic We Use," for grades 3 through 6, and "Mathematics We Use" for grades 7 and 8. The effective adoption date is July 1, 1948, and every effort will be made to have them available in sufficient supply.

Many administrators and teachers are familiar with the series, and have expressed satisfaction with the adoption.

In connection with the adoption of *supplementary* textbooks in history and geography for grades 7 and 8, the California Public School System was subjected last spring to a surprising attack. An attempt was made to apply coercive pressure to the entire system of public education in the State. The attack was extended to the National Education Association and to university schools of education. Its purpose was apparently to induce those persons and boards constitutionally vested with authority and responsibility in the State Public School System to betray and abandon that responsibility. It was a one-man attack, financed by interests best known to themselves.

There is in the nation today a widespread concern over the activities of groups whose objectives are subversive. This public concern was shamelessly exploited during the attack on the state public school officials. There was an attempt to indict an entire profession. Public education was depicted as a public danger.

* Reprinted in *California Schools*, XVIII (March, 1947) pp. 51-53.

Fortunately we still live under the decent, democratic forms of government by which our Republic grew to greatness. Representatives of the people in the State Legislature conducted hearings on the charges that were made. The Committee on Education of the State Senate issued reports completely clearing the state school authorities of the charges made by the accuser. The verdict of the senators signing the reports was unanimous in this respect.

The senators divided equally in their opinions as to the allegations made against the supplementary textbooks, the *Building America* series. The report of the committee was issued too late in the last general session for any vote to be taken by both houses on an appropriation for the purchase of the adopted books. No appropriation is available.

Legal issues in the case remain to be settled. The major question is this one: Can the State Legislature legally withhold funds for the purchase of elementary textbooks legally adopted by the State Board of Education under its constitutional authority?

Some school people feel that a textbook, even though it has been legally adopted, would be of questionable value in the classroom after it has been subjected to such slurs as were applied to *Building America*.

This attitude begs the major question. For if every textbook subjected to criticism in the legislative chambers is to be rejected, then we shall have a new procedure in adopting textbooks. We shall have the final authority to adopt textbooks lodged in the State Legislature. The legal authority of the State Curriculum Commission to *recommend*, and of the State Board of Education to *adopt*, textbooks would be nullified.

Definition of policy in this context is vital.

If the Legislature is to be the textbook authority in the state, we must be prepared for a completely changed procedure. That body is of a size and composition that do not qualify it to meet these responsibilities efficiently.

California's integrity is at stake in this matter. Under present constitutional provisions and state laws, the placing of responsibility is clear. It is lodged in the State Board of Education and its instruments. The Board, and the large branch of state government that it directs, are major agencies of California government.

On this occasion, the legal contracts of a major agency of state government have been placed in jeopardy. If this issue is pressed by the publisher of the adopted textbook, the case will have to be decided in the courts, or on legal opinion based on precedent.

You have heard much of the *Building America* case. I have not gone into its details on this occasion. But I should like to have you keep in mind

the implications of the case as they relate to the position of the public school system in state government.

Public education has other connections with state government in the school year, 1947-1948. A number of legislative committees are conducting investigations or studies that pertain to the business of public education in this state.

House Resolution 236, passed by the Assembly on June 20, 1947, the last day of the session, set up an Assembly Interim Committee to study and investigate the problems of public education. The resolution states that

it is in the best interest of public welfare that representatives of the people study and investigate from time to time the manner in which the Public School System is being conducted and the effectiveness with which its obligations are being discharged; and whereas such study and investigation can best and most expeditiously be conducted through a legislative committee charged with the duty of considering every phase of the subject of public education, including the organization and administration of the Public School System, the financing thereof and possible economies therein, the effectiveness of the curricula and of the methods of teaching, the adequacy of textbooks in use, the manner of their selection and purchase, and the advisability of providing vocational guidance to students prior to their entering secondary schools; now, therefore, be it resolved by the Assembly of the State of California as follows: The Assembly Interim Committee on Public Education is hereby created . . .

The Committee includes seven members, and Mr. Assemblyman Francis Dunn of Alameda County is chairman.

I know of no school administrator or teacher who can legitimately complain of the language of that resolution. Assemblyman Dunn and his colleagues are welcome in the State Department of Education, and I believe, in any county, city, or district school system represented here.

Senate Resolution 71, adopted on April 11, 1947, establishes a Senate Investigating Committee on Education, which is

created and authorized and directed to ascertain, study and analyze all facts relating to the Public School System, educational practices in this State, the State Department of Education, the State Board of Education, the Superintendent of Public Instruction, and the State Curriculum Commission, and particularly (without limitation by reason of the specification thereof) all matters pertaining to the "Building America" textbooks and the issuance of teaching credentials to one Victor R. Jewett . . . including in the reports its recommendations for appropriate legislation.

Senator Dilworth of Riverside County is chairman. The Senators likewise are entitled to complete co-operation from all California school people.

The work of both committees should be of value in spreading public understanding of the organization and functioning of the California Public School System. I hope that the reports of the committees will be prepared in such a way that they may be of use to us in attacking some of our professional problems.

Two other legislative committees are conducting studies that will be of significance to the Public School System. The Joint Legislative Committee on Revision of the State Constitution was created at the last session to carry forward work started by legislation in 1929, 1931, 1933 and 1934. It was in 1934, after publication of studies and reports by a commission created by the Legislature, that the people at a general election endorsed a proposal for constitutional revision and authorized the calling of a constitutional convention. The newly created committee is authorized and directed to study the constitution of this State and other states, and to prepare drafts of a revised constitution or of parts of the constitution suitable for amendment. As you know, Proposition 3 of 1946 is now a constitutional amendment. The Public School System is in many other respects directly dependent on the state constitution for its authority. Therefore the work of this new Joint Legislative Committee, which undertakes its work with Assemblyman Robertson of Santa Barbara as chairman is of real importance to the school system. The Superintendent of Public Instruction has been asked to participate in the work of this committee.

Another committee whose work is expected to enter the school picture is the Senate Committee on State and Local Taxation. Any legislator who considers the picture of state and district school finance an excessively complex one, has good grounds for his view. All school administrators on all levels should be prepared to assist this committee in gathering its facts. It may be that conclusions beneficial to the Public School System will be reached, and the efficiency of our operation can be increased by sound amendment of some of the present processes.

I assume that both of these objectives are long range ones. None of us should encourage any tendency to revise present practices in haste.

In the field of curriculum, I have invited a number of public school people of the state to serve on a committee to develop a "Framework for Public Education in California." This will be done in co-operation with the State Curriculum Commission. The project conforms with the section of the Education Code which states: "The Curriculum Commission shall study problems of courses of study in the schools of the state, and may recommend to the State Board of Education the adoption of minimum standards for courses of study in the kindergarten, elementary and secondary schools." The newly projected study will engage the services of members of a committee of school administrators and teachers in addition to the Commission. Our aim is to secure, through the committee's work, a more definite understanding of the complete program needed in the state. The first study will concern the elementary field only. Such a study has long been needed. Our intention is to provide a

Framework spacious enough to define clearly the aims of elementary education in the Public School System of California, and to permit local districts to use their own discretion and resources in enriching the program as the governing boards may choose.

Certain districts in the state, badly in need of new schoolhousing, have been in an impossible position during the war and postwar years. These are districts of low assessed valuation, whose legal maximum of bonded indebtedness has been reached, and whose district tax rates are at the maximum. As you know, the Legislature undertook to provide assistance to such districts, and Assembly Bill 98 (Chapter 1575, Statutes of 1947) contains the machinery for doing so. The appropriation was originally \$30,000,000, but was reduced by the Governor to \$20,000,000 to keep within the state's revenues. Perhaps you saw a report by Dr. Charles Bursch published in March, 1947, indicating the trends of a study then in progress. We estimate today that nearly four hundred districts can qualify for aid under terms of this bill. Actually, their needs cannot be met by the current appropriation. We have estimates from districts showing that some \$80,000,000 in additional projects should be undertaken. However, the bill is a constructive measure for starting a very large job, and we are confident that some relief to distressed districts qualifying under terms of the law will be achieved during the coming school year.

School districts throughout the state will wish to co-operate with the new Recreation Commission recently appointed by the Governor. No program has yet been announced by the Commission, but further development of school and community participation in recreation programs is something we all anticipate.

Reorganization of the State Department of Education, now very close to completion, will be the subject of a session later this week. After receiving the report made to the State Reconstruction and Reemployment Commission on the administration of the public school system, prepared under the direction of Dr. George D. Strayer, the Legislature submitted to the people the constitutional amendment authorizing the Superintendent of Public Instruction to *nominate* and the State Board of Education to *appoint* the associate superintendents and the additional deputy superintendent who head the consolidated divisions of the department. Approval by the State Personnel Board of certain details is still necessary. I am hoping for a decision early in November and will notify you when it is received.

I should like to add that the State Department of Finance has given most valuable assistance to the Department of Education in working out the reorganization plan. All civil service personnel are retained.

All services that have been rendered by the State Department of Education will be continued and improved.

Now I wish to review briefly some situations that have arisen in the Public School System in connection with the federal program of educational aid to veterans.

No one assumes that what has been done for the veterans in the schools and colleges of the United States is perfect. Millions of young men interrupted their educations to go to war. Millions of them, returning to civilian life after achieving a splendid record of patriotic service, have demonstrated a deeply impressive confidence in education by seeking to complete their schooling or to take advantage of special opportunities for education or training that the Federal Government, clearly with the approval of the people, has offered them.

In California the situation has been particularly difficult because of the rapid increase in the population of the state, which has been caused to some extent by the fact that large numbers of veterans have chosen to settle here since the war. They are welcome. But the campuses of our secondary and higher schools have become almost unmanageably crowded.

The service of the California Public School System to veterans has been as satisfactory as we can make it, and it must be carried through successfully.

This summer we have met a complication in the interpretation of certain regulations of the Veterans Administration, which have appeared to conflict with some sections of the California Education Code. The institutions affected are principally the junior colleges. The Veterans Administration has refused to reimburse junior college districts for equipment and supplies furnished to veterans, on the ground that such equipment and supplies are required to be furnished without charge to students who are not veterans.

Under the state law, the junior college districts must furnish supplies and equipment other than books without charge to students. The Veterans Administration ruling is that it will reimburse junior college districts for such items issued to veterans, *only* when all students can be legally required to furnish their own supplies and equipment.

The Legislature perhaps anticipated some such difficulty when in 1944 it passed a bill authorizing the state to pay educational expenses of veterans not borne by the Federal Government. The Governor vetoed that bill, on the basis that the Federal Government should meet the veterans' educational expenses, as was the intent of Public Law 346.

The State Department of Education can act only in accordance with the terms of state school law. We must be assured by the junior college

districts that they are complying with the law as it relates to the provision of supplies and equipment. The Attorney General has so advised. All of us acknowledge that the law requires the provision of supplies and equipment without charge to all students. But, many students have *in practice* bought their own supplies and equipment. They have done so voluntarily. They are not required to do so by law. The cost of providing these classroom items has never been excessive for our junior college districts until their student bodies were swollen so tremendously by the enrollment of thousands of veterans. Today, the cost of observing this law, without assistance from the Veterans Administration, would be prohibitive. Materials provided would be deficient in quality and quantity. All students would suffer.

The negotiation between the Veterans Administration and the State Department of Education at the present time is in this situation: We are asking the Veterans Administration to modify its ruling in relation to the junior colleges. They are asking us to have a state law changed, so that all students will be charged for the supplies and equipment provided.

This involves the welfare of all future students in junior colleges. I think it would be bad policy for the state to initiate at this time certain charges against the students that have never been made before. Yet it is doubtful that junior college districts can continue to provide adequate supplies and equipment to all students in their vastly increased enrollments, unless those provided to the veterans are paid for by the Veterans Administration. This is essential if standards maintained in the past are to be continued.

We are asking that a ruling of a federal agency be modified. We think that is asking less than that a state law be changed to the disadvantage of all future students.

Finally, there is no question that any private school on the same level can collect reimbursement from the Veterans Administration for supplies and equipment provided to veterans. I do not believe it was ever the intent of Congress to discriminate in this respect against the public school system of any state.

I am hopeful that we may announce at an early date that this difficulty has been cleared up.* The comments of veteran students and their friends have been sharply critical. I am sorry that any veteran student has been subjected to inconvenience or uncertainty while this matter remained unsettled. But I do not think the veteran student wishes the Public School System to initiate practices for him, in this emergency, that

* EDITOR'S NOTE: On October 8, 1947, Superintendent Simpson was notified from Branch 12 Office of the Veterans Administration, San Francisco, that junior college districts will be reimbursed for supplies and equipment furnished to enrolled veterans.

would discriminate in future years against his younger brothers and sisters, and his children.

This review is not complete. I have mentioned the leading issues that concern us jointly. We have channels of information—the Department's newsletters, bulletins, and the monthly publication, *California Schools*—through which we will keep you informed in greater detail about the development of all issues I have mentioned here.

On an occasion such as this, I think we do well to remember the work of some of our predecessors in the California Public School System. Today I should like to recall to you a thought expressed by our great pioneer, John Swett. At the fifth State Teachers Institute held in San Francisco in May, 1867, he said:

"We are apt to consider immediate results rather than remote causes; and hence the power of the public schools is seldom realized. Light, heat, and electricity build up the material life of the Globe out of organic matter so slowly and silently that we hardly observe the workings of their subtle agencies. So the schools act upon society, and organize its life out of the atoms of undeveloped humanity attracted to the schoolroom."

John Swett, busy with building the public school system in the lusty young state, raised his sights to the long range. In the thought I have just quoted from him, he voices what is not only a philosophy of education, but a philosophy of responsibility, as well.

We overwork the word "philosophy" today. But those who bear responsibility in public education today must have room in their minds for the larger questions. We must ask ourselves the larger questions repeatedly.

It may be that our answers will be subject to correction by the Future, as the schoolboy's answers may be.

Yet some of the answers on record in the American past are enduring, and are proving up handsomely.

We may take strength from the Past. And surely we may face the work we have to do with confidence that we are doing our best.

DEPARTMENTAL COMMUNICATIONS—

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Directory of California Superintendents of Schools. Bulletin of the California State Department of Education, Vol. XVI, No. 3, October, 1947. Pp. viii + 38.

This directory is prepared by the Division of Research and Statistics of the California State Department and published annually. It contains directories of county, city, and district superintendents of schools in California as well as a directory of members of the administrative staff of the department. The new feature added last year of an alphabetical index of the names of individuals appearing in the various lists of superintendents is continued in this issue.

Copies of the bulletin are sent to all superintendents of schools in California and to a selected list of school officials and school organizations. The price to others is twenty-five cents, plus sales tax on California orders. Requests and orders should be sent to the Division of Textbooks and Publications.

Teacher's Guide in Health Education for Secondary Schools. Prepared under the direction of the California Community Health Education Project. Sacramento: California State Department of Education, August, 1947. Pp. viii + 112. Photo offset from typewritten copy.

This guide was developed in preliminary form at a health education workshop at Huntington Lake in August, 1945. The workshop was a phase of the in-service training program in health education conducted under the direction of the California Community Health Education Project, which is sponsored by the California State Department of Education and financed with funds made available by a grant from the W. K. Kellogg Foundation.

The preliminary draft was issued in mimeographed form in November, 1945, and distributed to schools in the seven-county San Joaquin Valley area in which the Community Health Education Project began its activities. Suggestions for improvement of the guide, which were solicited from the schools in which it had been given a year's trial, are incorporated in this first printed edition.

The purpose of the bulletin is to serve as a guide to school administrators, health co-ordinators, health committees, and classroom teachers

in carrying forward the health education program in the secondary schools of California, especially four-year and senior high schools.

Copies are being distributed to county and city superintendents of schools, district superintendents of high school districts, and to principals of junior high and senior high schools. Additional copies are available upon request from superintendents and principals for use of teachers responsible for instruction in health and for directors and supervisors of health education. Requests for copies of this publication should be addressed to the Division of Textbooks and Publications.

DIVISION OF AUDIO-VISUAL EDUCATION

FRANCIS W. NOEL, Chief

AUDIO-VISUAL INSTITUTES AND CONFERENCE

A series of institute sessions on audio-visual education, sponsored jointly by the State Department of Education and the Audio-Visual Education Association of California, are scheduled to be held in both northern and southern California from November 3 to 13, 1947. Stephen M. Corey, professor of psychology at the University of Chicago, will be the featured speaker at sessions in northern California; Curtis E. Warren, specialist in school administration, will speak in southern California.

On Friday, November 14, a Curriculum Audio-Visual Workshop will be held at Sacramento College. Superintendent of Public Instruction Roy E. Simpson and Guy A. West, President of Sacramento State College, will welcome the group at 10 A.M. and Dr. Corey will speak on "The Unique Contribution of Audio-Visual Education to the Curriculum." A series of section meetings will take place before and after luncheon, with a general session at three o'clock.

Friday evening, November 14, a banquet and program open to the public will be held at the Senator Hotel in Sacramento at 6:30 P.M. Standard Oil of California will present its Standard School Broadcast. Speakers will include Jamison Handy, president of Jam-Handy Organization, and Dr. Warren. A. John Bartky, dean of the school of education at Stanford University, will act as master of ceremonies. Banquet reservations should reach the Division of Audio-Visual Education, State Department of Education, Library and Courts Building, Sacramento 14, with remittance at \$3.50 each, on or before November 10.

On Saturday, November 15, at Sacramento College, following an address at 9:45 A.M. by Dr. Corey, 21 section meetings will be held for elementary and secondary school teachers. There will be many previews of films, exhibits and demonstrations of new equipment.

INTERPRETATIONS OF SCHOOL LAW—

ALFRED E. LÉNTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Validity of School District Cost-Plus Contracts

The governing board of a school district may not, because of Education Code Sections 18051-18053, let a contract for the construction of a school building for cost plus a fixed fee unless the bid accepted fixed a maximum cost to the district. (AGO 46-333, 8 Ops. Cal. Atty. Gen. 226.)

Date of Closing of School District Child Care Centers

Under Education Code Section 19607 as amended by Chapter 956 of the Statutes of 1947, all child care centers maintained by school districts must be closed on or before May 30, 1948, notwithstanding that the appropriation for the support of child care centers made by Chapter 957 of the Statutes of 1947 states that the appropriation is "to be used for the support of child care centers until June 30, 1948." (AGO 47-190, 10 Ops. Cal. Atty. Gen. 65.)

Furnishing of Noncertificated School District Employees With Service Certificates and Pins or Buttons

The authority of the governing board of a school district to fix the compensation of noncertificated employees of a school district (Education Code Sections 14026-14027) includes the power to grant such employees certificates of meritorious service and appropriate pins or lapel buttons; and exercise of this authority is not a violation of Section 31 or Section 32 of Article IV of the State Constitution. (AGO 47-139, 10 Ops. Cal. Atty. Gen. 18.)

Amount of School District Budget General Reserve Item

The general reserve required under Education Code Section 6301 (b) to be included in the annual budget of a school district may be varied each year in accordance with the estimated needs of the school district. (AGO 47-177, 10 Ops. Cal. Atty. Gen. 44.)

Authority of School District to Advertise for Teachers

The governing board of a school district may advertise for teachers if facts exist which indicate that a teacher shortage in the district may only be overcome by resorting to advertising for teachers; then the necessary expenditures are proper as an incident to the duty of the board to provide teachers for its schools (Education Code Section 13001). (AGO 47-146, 10 Ops. Cal. Atty. Gen. 24.)

Application of Tenure Law to Person Employed by District in Two Positions, One of Which May Be Noncertificated

Where a person has been employed for three complete consecutive school years and re-employed for the fourth consecutive school year by the governing board of a school district having an average daily attendance of 850 or more, for three-fourths time as business manager and one-fourth time as director of adult education, and his duties of business manager were in fact duties requiring certification qualifications (his duties and not his title being the test), the person is a full-time permanent employee of the district under Education Code Sections 13081 and following; but if the duties were not of such a character, he acquired tenure for one-fourth time. (AGO 47-158, 10 Ops. Cal. Atty. Gen. 52.)

Procedure on Failure to Appoint or Elect Members of Governing Board of Newly Formed Union Elementary School District

Where a union elementary school district was formed under Education Code Sections 2801-2807 at an election held July 2, 1946, and the county superintendent of schools failed to appoint the members of the governing board of the union elementary school district within 15 days as required by Education Code Sections 1862 and 1870 and no election was held in May 1947 for members of the board as required by Education Code Section 1863, vacancies exist in the governing board which must be filled by the county superintendent of schools under Education Code Section 1943, the appointees to serve until the taking office of their successors elected at the May 1948 election held pursuant to Education Code Section 1863. (AGO 47-183, 10 Ops. Cal. Atty. Gen. 45.)

Retirement Contributions of Veterans

Under Military and Veterans Code Section 395.1, a veteran who is a member of the State Teachers' Retirement System and who returns to his former employment with a school district within six months after his release or discharge from the armed forces of the United States is entitled

to make contributions to the State Teachers' Retirement System and, if a member of a local retirement system, to the local retirement system, under Education Code Sections 14495 and 14702, respectively, for the period between the date of his actual release or discharge from active duty and his return to employment in the district; but the same right does not extend to members who served in the American Red Cross. (AGO 46-359, 9 Ops. Cal. Atty. Gen. 300.)

NOTE: Since the above opinion was issued, the enactment of Chapter 1201, Statutes of 1947, amending Education Code Sections 14495 and 14495.1 and adding Section 14495.2, has eliminated the requirement that members of the State Teachers' Retirement System are not required to contribute for service credited to them under Education Code Section 14449 for military or Red Cross service.

Right to Increase Statutory School District Tax Rate During Term of Previous Increase

Where, under Education Code Section 6358, the maximum tax rate of a school district has been increased for a specific period of time, the tax rate may be further increased under the section during the period the first increase is in effect, but the second increase need not terminate at the same time as the first increase. (AGO 47-80; 9 Ops. Cal. Atty. Gen. 220.)

Payment of Cost of Preparing and Distributing Recommendations of Local Survey Committees

Under Education Code Section 4951.1, the cost of the preparation and distribution of the recommendations of a local survey committee and the cost of any election held thereunder is a charge against the county general fund of the county or counties in which the districts affected lie and such costs may not be paid out of the unapportioned county elementary or high school funds. (AGO 47-58, 9 Ops. Cal. Atty. Gen. 218.)

Payment of Traveling Expenses of Local Survey Committees

The traveling expenses of a local survey committee are payable from funds appropriated to the State Commission on School Districts and allotted for that purpose. (AGO 47-58; 9 Ops. Cal. Atty. Gen. 218.)

Availability of Certain Appropriation for Expenditure for California Polytechnic School

Moneys allocated by Chapter 588, Statutes of 1941, for the purchase of land for the California Polytechnic School are still available under Government Code Section 16304 because of Business and Professions Code Sections 19628 (enacted by Chapter 439, Statutes of 1945) and

19626 (as amended by Chapter 1257, Statutes of 1945). (AGO 45-341; 8 Ops. Cal. Atty. Gen. 285.)

Granting of Sick Leave With Pay to School Cafeteria Employees

Sick leave with pay may be granted by the governing board of a school district to persons employed in a school cafeteria of the district under Education Code Sections 14071 and 14072 and payment on account of such leave must be paid under said sections from cafeteria funds. (AGO 47-114; 9 Ops. Cal. Atty. Gen. 232.)

Recovery by State Teachers Retirement System of Overpayment of Benefits From Estate of Deceased Retired Member

When an overpayment of benefits by the State Teachers' Retirement System to a retired member of the System is made as a result of erroneous statements of service made by such member and not detected by employees of the System, no evidence of fraud by the member appearing, and the member dies before the whole of overpayment can be recovered by the System from the member under Education Code Section 14494, the unrecovered portion of the overpayment cannot be recovered from the estate of the deceased member. (AGO 46-363; 8 Ops. Cal. Atty. Gen. 321.)

Providing Transportation and Payment of Expenses by School District of School Band Engaging in Band Contest

A contest between school bands is a school activity and the governing board of a school district may, under Education Code Section 16271, transport a school band of the district to and from such a contest in a school bus of the district, but may not otherwise pay all or part of the expenses of the trip. (AGO 47-38, 9 Ops. Cal. Atty. Gen. 151.)

Authority of School District to Let Contract Without Competitive Bidding

Education Code Section 18056 does not permit the governing board of a school district to dispense with competitive bidding with respect to the construction of additional classrooms to provide for increased enrollment. The section is operative only when existing classes cannot be continued immediately because of fire, earthquake or other catastrophe. (AGO 47-57; 9 Ops. Cal. Atty. Gen. 104.)

Right of School District Teacher to Serve as County Milk Inspector

A teacher employed by a high school district may be appointed a county milk inspector by the county board of supervisors to serve in the

county in which the district is located (assuming the district does not operate a dairy farm or plant and that no rule of the governing board of the district prohibits the teacher from holding the other position) and receive compensation in both positions, the two positions not being incompatible. (AGO 47-5, 9 Ops. Cal. Atty. Gen. 64.)

Availability of State Emergency Fund for Support of School District Child Care Centers

The State Emergency Fund (Item 275, Budget Act of 1945) is not available for the support of child care centers inasmuch as the Legislature in Education Code Section 19608 has already evidenced its intention that no money other than that expressly appropriated therefor is to be expended for the Centers, and has, by Chapter 35 of the Statutes of 1946 (First Extraordinary Session), manifested its will that the money provided by the chapter shall be the only source of state support. (AGO 46-373, 9 Ops. Cal. Atty. Gen. 23.)

Adoption and Designation of Basic Textbooks for Elementary Schools by State Board of Education

Education Code Section 11151 now and as it existed prior to its amendment in 1945 (Chapter 786, Statutes of 1945), and its predecessor School Code Section 6.260, required the adoption by the State Board of Education of a basic textbook in each of the subjects prescribed for the elementary schools and such supplementary textbooks as the State Board of Education deemed necessary.

Education Code Section 11291 enacted in 1945 (Chapter 786, Statutes of 1945) required as of its effective date that all basic textbooks theretofore or thereafter adopted by the State Board of Education should be distributed on the basis of one book for each pupil. The State Board of Education must determine which of the textbooks adopted prior to the effective date of Education Code Section 11291 were adopted as basic textbooks, which were adopted as supplementary textbooks, and which were adopted as other textbooks. (AGO 46-351; 8 Ops. Atty. Gen. 337.)

Formation of Unified School District on Boundaries of Elementary School District and High School District Becoming Coterminous

When the boundaries of a union high school district and of a union elementary school district became coterminous, the districts having governing boards of different personnel, then on the effective date of the action which resulted in the boundaries becoming coterminous the two districts were merged into a unified school district under Education Code Sections 4642 and 3101. (AGO 47-130; 9 Ops. Cal. Atty. Gen. 305.)

Authority of School District to Finally Submit Budget Based on Anticipated Increase by Election in Maximum Statutory District Tax Rate

Where an election is to be held under Education Code Section 6358 to increase the statutory maximum tax rate of a school district and the canvass of the votes cast will be completed prior to the date upon which the county board of supervisors fixes the tax rate of the district, the governing board of the district may adopt a budget based upon an anticipated vote in favor of the increase in the tax rate. If the vote is in favor of increasing the tax rate, the board of supervisors should levy the tax rate required by the budget subject to the tax rate authorized but if the vote is unfavorable, the board of supervisors may not levy a tax rate in excess of that authorized by Education Code Section 6357. (AGO 47-141; 9 Ops. Cal. Atty. Gen. 315.)

Effect of Annexation to a Chartered City of Portion of an Elementary School District

Where territory of elementary school district A is annexed to a chartered city, such territory becomes a part of the city elementary school district under Education Code Sections 2621 and 1591 as of the first day of July next succeeding the annexation provided the annexation was accomplished prior to the first day of the preceding February, and until that date the territory remains a part of district A.

The county board of supervisors may, under Education Code Section 2481, provide for the annexation of the remainder of District A to the city elementary school district.

Under Education Code Sections 13093 and 13094, teachers who have tenure in district A will, upon the annexation of the district to the city elementary school district, have tenure in the latter district and if district A has an average daily attendance of more than 850, probationary employees of that district will receive in the city elementary school district full credit for probationary years spent in district A. If district A has an average daily attendance of less than 850, the city elementary school district may either disregard probationary service in district A or may grant full credit for it toward obtaining tenure in the city elementary school district.

Under Education Code Section 1599, the territory of district A annexed to the city becomes liable for its proportionate share of the bonded indebtedness of the city elementary school district, but the city elementary school district becomes liable for any part of the bonded indebtedness of District A incurred for the acquisition or improvement of school lots or buildings or fixtures situated in the territory (citing AGO NS3527). (AGO 47-28, 9 Ops. Cal. Atty. Gen. 133.)

Availability of Anticipated Revenue From Increase in Maximum Statutory School District Tax Rate Made by Election

Where the governing board of a union high school district held, in February 1947, an election under Education Code Section 6358 for an increase in the maximum rate of school district tax permitted by Education Code Section 6357 to provide money for capital outlay purposes, the anticipated revenue from the increase was available for expenditure or encumbrance as of July 1, 1947 but not prior to that date because of the provisions of Section 18 of Article XI of the State Constitution. (AGO 47-43; 9 Ops. Cal. Atty. Gen. 94.)

Recall Under General Law of Members of Board of Education of a Chartered City

Where the charter of a city provides that "Members of the board of education shall be subject to recall as provided in this charter" and that the "laws of the State of California providing for recall in cities are hereby made a part of this charter and all action under the recall in the city shall be taken in accordance with said laws," the procedures for the recall of members of the city board of education are those set forth in Election Code Sections 11100-11122 and not those contained in Education Code Sections 2151 et seq. (citing section 8½ of Article XI of the State Constitution). (AGO 47-138; 9 Ops. Atty. Gen. 304.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

Correction. The wording of the amended requirement for personal hygiene course in junior college passed by the State Board of Education at its meeting of July 11 and 12 was incorrectly reported on page 188 of the September, 1947, issue of *California Schools*. Section 102 (b) (3) of Title 5 of the California Administrative Code was amended to read as follows:

(3) Two credit hours of community and personal hygiene; except that a junior college student, whose parents or guardian state in writing that the course in community and personal hygiene is contrary to the religious beliefs of the student, may be excused from such course and permitted to substitute a two-hour course in a field or fields specifically designated by the governing board of the district in lieu of the required two-hour course in community and personal hygiene.

The following action was taken by the State Board of Education at the regular quarterly meeting held in Los Angeles on October 3 and 4, 1947.

Appointments to Curriculum Commission. The Board approved the reappointment by Superintendent of Public Instruction Roy E. Simpson of the following members of the State Curriculum Commission for the four-year term ending August 29, 1951.

W. K. COBB, District Superintendent and Principal, Redondo Union High School, District, Redondo Beach

J. D. CONNER, Assistant Superintendent of Schools, San Diego

MRS. DOROTHY HARSIN, District Assistant Superintendent of Schools, Los Angeles Public Schools

H. M. MCPHERSON, District Superintendent and Principal, Napa Union High School and Napa Junior College

THE PRESIDENT'S PROCLAMATION OF AMERICAN EDUCATION WEEK

THE WHITE HOUSE—WASHINGTON

November 1, 1947

TO THE PATRONS, STUDENTS AND TEACHERS OF AMERICAN SCHOOLS:

"The Schools Are Yours," the theme selected for the twenty-seventh observance of American Education Week, is a proud reminder that our forefathers saw that our schools would help children develop their potentialities for democratic living. To this end, they established free schools for a free people.

I would point out that the creative ideals of democracy must be taught in order to be learned. The vitality of our republic depends on the effectiveness of such teaching.

Today American education is in the grips of a grave crisis. Our schools are compelled to offer education of inferior quality. Educationally, many millions of our children are underprivileged.

We must act to correct conditions which sap our national strength and waste our human resources. We must prepare our young people to understand and preserve their priceless inheritance of freedom. We must give them the proper climate for developing intellectual competence and personal responsibility.

I therefore urge all Americans to rededicate themselves to the program of providing their children with a sound education. American Education Week, beginning November ninth, offers citizens the opportunity to meet together in the schools, to become acquainted with school needs. In so doing, they will take counsel in the very citadels of democracy.

HARRY S. TRUMAN

ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS

During 1947-48 a calendar of state-wide and regional meetings and conferences of an educational nature will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meeting has been decided, but complete information will be given in subsequent issues. Notices of the following meetings have been received since the first edition of the 1947-48 calendar went to press in the September issue:

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

<i>Date</i>	<i>Organization</i>	<i>Place</i>
October 25, 1947	California Elementary School Principals Association:	Fresno
November 1	Central Section	Oakdale
November 1	Bay Section	Salinas
November 8	Coast Section	Garberville
November 8	North Coast Section	Ventura
November 8	Southern Section	
December 2-3	Association of California County School Superintendents, Annual Meeting	Sacramento
December 20	Commission on School Districts	Fresno
March 24-25, 1948	California Business Educators Association, Annual State Conference	San Francisco
April 17	Future Homemakers of America, Spring Meeting	Susanville
Week of April 26	Public Schools Week	State-wide

AN IMPORTANT DATE IN 1948

Because school people are sometimes confused about the scheduling of dates for observance of Public Schools Week, this reminder is provided for the keepers of current school calendars. Public Schools Week begins

on the *fourth Monday in April* of each year, unless this date conflicts with Easter week. When the Easter vacation would interfere with that date, it is advanced two weeks, that is, to the second Monday in April. The regular schedule will prevail in 1948, and Public Schools Week will begin on Monday, April 26. Further reference to this observance will be made in subsequent issues of *California Schools*.

NATIONAL CONTESTS FOR SCHOOLS

The National Contest Committee of the National Association of Secondary-School Principals has considered a large number of applications of firms, organizations, and institutions outside the organized educational agencies that are seeking participation by schools in national contests. The Committee has secured additional specific information about any contests in which the educational aims and motives were not clearly stated, and has placed on its list of approved contests only those in which the educational values for students in secondary schools seem to outweigh the direct or implied commercial aspects of the contest. The following national contests have the approval of the Committee and are suggested to schools as the only national contests in which schools should participate during the school year 1947-48.

NATIONAL CONTESTS FOR 1947-48 *

<i>Sponsoring Agency</i>	<i>National Contest Approved</i>
Advertising Federation of America, 330 W. 42nd Street, New York 18, New York	Essay Contest
American Association for the United Nations, Inc., 45 East 65th Street, New York 21, New York	Essay Contest on United Nations
American Automobile Association, 17th Street and Pennsylvania Avenue N.W., Washington, D.C.	Traffic Safety Poster Contest
American Education Press, Inc., Columbus, Ohio	Student Broadcast—"America's Town Meeting of the Air"
American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana	Poppy Poster Contest
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Scholarships
Conde Nast Publications, Inc., 420 Lexington Ave., New York, New York	Art Contest
Daughters of the American Revolution, 17th and D Streets, N.W., Washington, D.C.	Good Citizenship Pilgrimage

* Reprinted from an article which appeared in the October, 1947, issue of *The Bulletin of the National Association of Secondary-School Principals*, 1201 Sixteenth Street, N.W., Washington 6, D. C. The National Contest Committee consists of G. A. Manning, Principal, High School, Muskegon, Michigan, *chairman*; Fred L. Biester, Superintendent, Glen Bard Township High School, Glenn Ellyn, Illinois; and John M. French, Principal, High School, LaPorte, Indiana.

<i>Sponsoring Agency</i>	<i>National Contest Approved</i>
Eastman Kodak Company, 343 State Street, Rochester 4, New York	Photographic Contest
Fisher Body Division, General Motors Cor- poration, Detroit 2, Michigan	Craftsman's Guild
Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota	Oratorical Contest
Ladies Auxiliary of the Veterans of Foreign Wars, 406 W. 34th Street, Kansas City 2, Missouri	Essay Contest
Loyal Legion Foundation, 837-839 Lemeke Building, Indianapolis 4, Indiana	Essay Contest
National Administrative Board for Pepsi- Cola Scholarships, 532 Emerson Street, Palo Alto, California	Pepsi-Cola Scholarships
National Americanism Committee of the American Legion, 777 N. Meridian Street, Indianapolis, Indiana	Oratorical Contest
National Forensic League, Ripon, Wisconsin	Forensic (excluding debate) Contest
National Graphic Arts Association, 719 15th Street, N.W., Washington 5, D.C.	Essay Contest
National Society for Crippled Children and Adults, Inc., Suite 105, 11 S. La Salle Street, Chicago 3, Illinois	Design for Easter Seal
Propeller Club of the U.S., Port of New Orleans, Room 304, Association of Com- merce Building, New Orleans 5, Louisiana	Essay Contest
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois	Best Teacher Contest
Scholarship Board of the National Associa- tion of Secondary-School Principals, 1201 16th Street, N. W., Washington 6, D.C.	National Honor Society Scholarships
Scholastic Magazine, Inc., 220 E. 42nd Street, New York 17, New York	Art, Literature, Music Contests
Science Service, 1719 N Street, N.W., Wash- ington 6, D.C.	Science Talent Search

ANNUAL I. P. I. ESSAY CONTEST ON PRINTING TOPIC

"Printing and a Free Economy" has been announced as the general topic for essays to be submitted in the twelfth annual contest sponsored by International Printing Ink in co-operation with the National Graphic Arts Education Association. This is one of the contests approved by the Contest Committee of the National Association of Secondary-School Principals.

Two essays may be submitted from any senior high school, trade school, or preparatory school, or from ninth grade students in any junior high school. These should be forwarded by December 15, 1947, to Fred J. Hartman, Educational Director, National Graphic Arts Education

Association, 719 Fifteenth Street, N. W., Washington 5, D. C. Information about the rules for the contest and the prizes offered may be secured from Mr. Hartman.

Last year's thirty prize winners, chosen from nearly 6,000 entrants, included six contestants from California: third prize, Eval Kallin, Aptos Junior High School, San Francisco; seventh prize, Robert Lee Gordon, Louis Pasteur Junior High School, Los Angeles; 13th prize, Lisa Bauer, Aptos Junior High School, San Francisco; fourteenth prize, Donald Wilson, Banning Union High School, Banning; twenty-first prize, Joanne Walker, Oakland High School; twenty-fourth prize, Edwin Meese, Oakland High School.

MONEY MANAGEMENT IN THE CLASSROOM

The Fall, 1947, issue of the *School Savings Journal for Classroom Teachers* has been distributed by the Treasury Department to every classroom teacher in the United States. The contents have been carefully selected and prepared to assist the thousands of schools that wish to integrate lessons in money management and citizenship with regular classroom subjects. This issue includes four special articles and a chart.

"The Psychology of the Money Sense," by Arnold Gesell, M.D., Director of the Clinic of Child Development, School of Medicine, Yale University

"Training in Effective Citizenship," by Dr. Louis Thiele, Divisional Director, Exact Sciences, Detroit Public Schools

"Classroom Participation Chart," center-spread in two colors

"School Savings in the Curriculum," the story of a program in a Massachusetts school

"Facts about the National Debt," information on the size and management of the public debt in the public interest

Classrooms that are enrolled in the School Savings Program are entitled to display the United States Treasury Department's School Savings Certificate. The teacher of such a classroom can secure the certificate free of charge from the State Savings Bonds Office at 745 Monadnock Building, San Francisco 5, or 621 South Spring Street, Los Angeles 14.

NAVAL COLLEGE TRAINING PROGRAM

The Navy announced recently that the second nation-wide competitive examination for its College Training Program has been scheduled for December 13, 1947, and will be open to high school seniors or graduates within the age requirements. Successful candidates will be given a four-year college education at government expense and will be commissioned as officers of the Navy or Marine Corps upon graduation.

The program is open to male citizens of the United States between the ages of 17 and 21, and quotas have been assigned to each state and

territory on the basis of its high school population. Those who are successful in passing the aptitude test will be interviewed and given physical examinations; then, if found in all respects qualified, their names will be submitted to state and territorial selection committees composed of prominent citizens and naval officers. The Navy expects to enter about 2,500 students into the program commencing with the fall term of college, 1948.

The students selected by these competitive examinations will be assigned to the 52 Naval Reserve Officers' Training Corps units which are located in various universities and colleges in the United States. If accepted by the college, they will be appointed Midshipmen, U.S.N.R., and will have their tuition, books, and normal fees paid for by the government. In addition they will receive pay at the rate of \$50.00 a month for the four-year period. Upon graduation they may be commissioned as officers in the regular Navy or Marine Corps and required to serve on active duty for two years. At the end of this time they may apply for retention in the regular Navy or Marine Corps, or transfer to the Reserve and return to civilian life.

Applications are available at high schools, colleges, Offices of Naval Officer Procurement and Navy recruiting stations.

LEAFLET ON FINANCING PUBLIC EDUCATION

Issuance of *Financing Public Education—General Features of a Satisfactory State Plan* was announced recently by the U. S. Office of Education.

The 18-page leaflet points out that, as schools have progressively expanded toward meeting the education needs of all children and youth, the problems of school finance have become increasingly complex. Some significant historical steps in the development of state plans now in effect are reviewed. Intended to be helpful and suggestive to those concerned with improving state plans, the publication describes two ways in which the costs of a foundation education program can be equalized within a state.

Copies of *Financing Public Education—General Features of a Satisfactory Plan* (Leaflet No. 78) may be obtained by purchase for 10 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

SCHOLARSHIP COMPETITION

On Friday, November 21, candidates for the 1948 Pepsi-Cola scholarship wards will take aptitude tests in their own schools. In order to be eligible to enter the competition, the boys and girls must be registered as

representatives of their high schools and must have been elected by their senior classmates as "most likely to make important contributions to human progress." The students in each state who receive the highest scores on this preliminary test will take a second examination on January 24, the regular supervised Scholastic Aptitude Test of the College Entrance Examination Board. The contestants in each state who receive the highest scores on this final test and who have financial need will win the four-year college scholarships. The winning candidates from California will have their full tuition and certain incidental fees paid for four years to any accredited academic colleges they wish to attend in the United States, its territories, or Canada. In addition, they will receive allowances of \$25 a month during the four academic years plus traveling expenses at the rate of three cents a mile for one round trip between home and college each school year.

These awards are financed by the Pepsi-Cola Company as a part of its public service program, but a winner has no obligation to the company either during the four years of study or after he has graduated.

The scholarship board has as its president Floyd W. Reeves, professor of administration at the University of Chicago. John M. Stalnaker, professor of psychology at Stanford University, is director of the program, with offices at 532 Emerson Street, Palo Alto.

The total number of California students who have participated in these competitions since 1945 is 3,667, and 40 awards have been granted in California. Names of the California students who have won four-year scholarships are as follows:

WILLIAM O. BRIGHT, representing Oxnard Union High School, Oxnard, 1945; now attending the University of California

L. LANIER GRAY, representing Point Loma High School, San Diego, 1945; now attending Cornell University

CARL A. ANDERSON, JR., representing Bakersfield High School, 1946; now attending California Institute of Technology

HARRISON C. WHITE, representing Alameda High School, 1946; now attending Massachusetts Institute of Technology

PATRICIA E. CROWE, representing El Monte Union High School, 1947; now attending the University of California

ROBERT H. THOMPSON, representing St. Anthony's High School, Long Beach; now attending the University of Notre Dame

HOW DID THE ACCIDENT HAPPEN?

What was the student doing at the time of the accident? Was he using any apparatus, machine, vehicle, tool or equipment? How was he using it? Was another person involved in the accident in any way?

These are some of the questions on a student accident report form available to school administrators from the National Safety Council.

The form was developed by a committee, of which Dr. Zenas R. Clark, Administrative Assistant, Wilmington (Delaware) Public Schools, was chairman.

Among Dr. Clark's ten associates in this endeavor is Colonel Richmond Adams, Supervisor of Child Welfare and Attendance and Co-ordinator of Safety Education for the schools of Alameda County, California.

The National Safety Council recommends the collection, analysis and use of data on accidents to students as an essential step in the development and evaluation of an efficient safety education program. These data are valuable, too, in protecting the schools from liability suits and unfavorable publicity growing out of student accident cases.

To facilitate the collection of student accident data, the Council makes the following material available: an original accident report form; a monthly summary form; *Accident Records and Analysis*, which explains how to secure and use accident reports; and *Keeping Accident Records*, a brief promotional statement on the values of such reports. School administrators desiring information on student accident reporting may write Miss Marian Telford, Senior Field Representative, School and College Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

AUDIO-VISUAL ACTIVITY IN SECONDARY EDUCATION

The Department of Secondary Teachers of the National Education Association is developing a broad program of activity in the field of audio-visual education through ten subcommittees:

COMMITTEE No. 1: To develop methodologies for utilizing audio-visual materials in relation to educational subjects.

COMMITTEE No. 2: To public annotated bibliographies of audio-visual materials.

COMMITTEE No. 3: To investigate children's standards of judging films and filmstrips, and to determine wherein they differ from adult standards.

COMMITTEE No. 4: To develop "pilot" schools as demonstration centers of audio-visual methods in education.

COMMITTEE No. 5: To present awards to schools doing notable work in audio-visual education.

COMMITTEE No. 6: To co-operate in audio-visual research studies.

COMMITTEE No. 7: To foster the stimulating influence of photoplays on reading.

COMMITTEE No. 8: To co-operate with churches and community organizations in developing suitable photoplay programs for children.

COMMITTEE No. 9: To develop classroom instruction in the critical appreciation of motion pictures.

COMMITTEE No. 10: To oppose legislation which attempts to solve the cinema problem by artificial censorship.

The co-ordinator of the committees is Dr. William Lewin, 172 Renner Avenue, Newark 8, New Jersey. Applications for participation in the activities of the committees should be addressed to Dr. Lewin.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- APSTEIN, THEODORE. *The Universities of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama.* (Higher Education in America, Vol. VI.) Washington: Pan American Union, Division of Intellectual Co-operation, 1947. Pp. x + 186 (mimeographed).
- America's Educational Press: A Classified List of Educational Publications Issued in the United States with a Listing of Foreign Journals.* Twenty-First Yearbook of the Educational Press Association of America. Washington 6: Educational Press Association of America, 1947. Pp. 86.
- BURSCH, CHARLES WESLEY, and REID, JOHN LYON. *You Want to Build a School?* New York: Reinhold Publishing Corporation, 1947. Pp. vi + 128.
- CHAVE, ERNEST J. *A Functional Approach to Religious Education.* Chicago: The University of Chicago Press, 1947. Pp. x + 168.
- DAVIS, JACKSON; CAMPBELL, THOMAS M.; and WRONG, MARGARET. *Africa Advancing: A Study of Rural Education and Agriculture in West Africa and the Belgian Congo.* New York: The Friendship Press, 1945. Pp. x + 230.
- DERBIGNY, IRVING A. *General Education in the Negro College.* Stanford University, California: Stanford University Press, 1947. Pp. x + 256.
- EBAUGH, CAMERON D. *Education in Nicaragua.* Bulletin 1947, No. 6. Washington: Federal Security Agency, U. S. Office of Education, 1947. Pp. vi + 56.
- . *Education in El Salvador.* Bulletin 1947, No. 3. Washington: Federal Security Agency, U. S. Office of Education, 1947. Pp. vi + 82.
- Financing Public Education: General Features of a Satisfactory State Plan.* Leaflet No. 78. Washington: Federal Security Agency, U. S. Office of Education, 1947. Pp. ii + 18.
- HAAS, KENNETH B., and PACKER, HARRY Q. *Preparation and Use of Visual Aids.* New York: Prentice-Hall, Inc., 1946. Pp. xii + 224.
- KEEZER, DEXTER MERRIAM. *The Light that Flickers: A View of College Education Which Contrasts Promise and Performance and Suggests Improvements.* New York, Harper & Brothers, 1947. Pp. xii + 160.
- A Key to Better Education: A Guide to School District Reorganization Based on the Forthcoming Report of the National Commission on School District Reorganization.* Washington 6: The National Commission on School District Reorganization, 1947. Pp. 16. Distributed by National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.
- Leadership in Elementary Education: Conference Report, Washington, D. C., June 12-14, 1947.* Washington 25: Federal Security Agency, U. S. Office of Education, Elementary Education Division, 1947. Pp. 18.
- LEONARD, FRED EUGENE. *A Guide to the History of Physical Education.* Third edition, revised and enlarged by George B. Affleck. Philadelphia: Lea & Febiger, 1947. Pp. 480.
- McMURRAY, DOROTHY. *Herbartian Contributions to History Instruction in American Elementary Schools.* Contributions to Education, No. 920. New York: Columbia University, Teachers College, Bureau of Publications, 1946. Pp. viii + 172.

MINIO-PALUELLO, LORENZO. *Education in Fascist Italy*. Issued under the auspices of the Royal Institute of International Affairs. London: Oxford University Press, 1946. Pp. xiv + 236.

1947 Report of the Professional Ethics Committee, National Education Association. Washington 6: National Education Association Headquarters Office, 1201 Sixteenth Street, N.W., 1947. Pp. 64.

Ohio High School Standards for Business Education. Prepared by Wade D. Bash. Columbus, Ohio: State Superintendent of Public Instruction, 1947. Pp. 90.

POTTER, GLADYS L., and EBAUGH, CAMERON D. *Education in the Dominican Republic*. Bulletin 1947, No. 10. Washington 25: Federal Security Agency, U. S. Office of Education, 1947. Pp. vi + 34.

SACRAMENTO (California) LEAGUE OF WOMEN VOTERS. *Fifteen Mothers Look at Their Schools: Carmichael, Fair Oaks, Arcade, Arden Elementary School Districts and San Juan Union High School District*. Sacramento, California: The Sacramento League of Women Voters, 1946. Pp. 31 (mimeographed.)

Source Materials for Teaching Textiles and Clothing in the Secondary Schools. Curriculum Bulletin 1946-47 Series, No. 8. Brooklyn, New York: Board of Education of the City of New York, 1947. Pp. xii + 180.

Spiritual Values in the Elementary School. Twenty-Sixth Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, Vol. XXVII, No. 1, September, 1947. Washington 6: Department of Elementary School Principals, National Education Association. Pp. 352.

STRANG, RUTH. *The Role of the Teacher in Personnel Work*. Revised and enlarged edition. New York: Columbia University, Teachers College, 1946. Pp. xii + 497.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires January 15
William L. Blair, President, Pasadena	1948
Byron H. Atkinson, Glendale	1949
Eugene T. Broderick, San Francisco	1950
Ralph T. Fisher, Oakland	1950
C. J. Haggerty, San Francisco	1949
Mrs. E. T. Hale, San Diego	1950
Gilbert H. Jertberg, Fresno	1951
Joseph P. Loeb, Los Angeles	1951
Fred W. Smith, Ventura	1948
Mrs. Margaret H. Strong, Stanford University	1948

Roy E. Simpson, Secretary and Executive Officer

(Unless otherwise indicated all staff members may be reached at the Library and Courts Building, Sacramento 14)

SUPERINTENDENT OF PUBLIC INSTRUCTION

Roy E. Simpson, Superintendent of Public Instruction and Director of Education

Mrs. Irene Taylor Heineman, Assistant to the Superintendent, 311 State Building, Los Angeles 12

Alfred E. Lentz, Administrative Adviser

Margaret Rauch, Administrative Assistant

Nicholas E. Wyckoff, Public Information Officer

Aubrey A. Douglass, Associate Superintendent in charge of State Colleges and Teacher Education

Ralph R. Fields, Associate Superintendent in charge of Instruction

Frank M. Wright, Associate Superintendent in charge of School Administration

George E. Hogan, Deputy Superintendent in charge of Department Administration

Herbert R. Stolz, Deputy Superintendent in charge of Special Schools and Services, 515 Van Ness Avenue, San Francisco 2

Joel A. Burkman, Assistant Director of Education

ADULT AND CONTINUATION EDUCATION, Division of, George C. Mann, Chief, 311 California State Building, Los Angeles 12

Bureau of CONTINUATION EDUCATION, Leo Jones, Chief, 311 State Building, Los Angeles 12

Bureau of PARENT EDUCATION, Ralph G. Eckert, Chief, 311 State Building, Los Angeles 12

AUDIO-VISUAL EDUCATION, Division of, Francis W. Noel, Chief

BLIND, EDUCATION OF THE, Bureau of, R. S. French, Chief, California School for the Blind, Berkeley 5

CHILD CARE CENTERS, John R. Weber, Supervisor, 1014 Black Building, 357 South Hill Street, Los Angeles 13

CREDENTIALS, Division of, Herschel S. Morgan, Credentials Technician

DEAF, EDUCATION OF THE, Bureau of, Elwood S. Stevenson, Chief, California School for the Deaf, Berkeley 5

ELEMENTARY EDUCATION, Division of, Bernard J. Lonsdale, Acting Chief

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Division of, Verne S. Landreth, Chief, Black Building, 357 South Hill Street, Los Angeles 13

LIBRARIES, Division of, Mabel R. Gillis, State Librarian

MENTAL HYGIENE, Bureau of, Mrs. Lillian B. Hill, Chief

INDIAN EDUCATION, Division of, Faye K. Bridges, Chief, California State Building, Los Angeles 12

PHYSICALLY HANDICAPPED MINORS, Education of, Carol M. Jensen, Consultant

READJUSTMENT EDUCATION, Division of, Axel C. Jensen, Chief, 1033 Forum Building, Sacramento 14

RESEARCH AND STATISTICS, Division of, Henry W. Magnuson, Chief

SCHOOL ACCOUNTS AND RECORDS, Bureau of, Ralph R. Boyden, Chief

SCHOOL LUNCH PROGRAM, James M. Hemphill, Supervisor of Special Financial Services to Schools, 909 1/2 Eighth Street, Sacramento 14

SCHOOLHOUSE PLANNING, Division of, Charles W. Bursch, Chief

SECONDARY EDUCATION, Division of, Frank B. Lindsay, Chief of Division and Assistant Superintendent of Public Instruction

Bureau of AVIATION EDUCATION, W. Earl Sams, Chief, 458 South Spring Street, Los Angeles 13

SPEECH DEFECTS, CORRECTION OF, Bureau of, Mrs. Mabel F. Gifford, Chief, California Building, 515 Van Ness Avenue, San Francisco 2

SURPLUS PROPERTY, STATE EDUCATIONAL AGENCY FOR, Edwin K. Dole, Surplus Property Agent, 1126 1/2 I Street, Sacramento 14

TEXTBOOK AND PUBLICATIONS, Division of, Ivan R. Waterman, Chief

Bureau of STATE PRINTED TEXTBOOKS, W. S. Dyas, Chief

VOCATIONAL EDUCATION, Julian A. McPhee, State Director, c/o California State Polytechnic College, San Luis Obispo

Bureau of AGRICULTURAL EDUCATION, Byron J. McMahon, Chief, California State Polytechnic College

Bureau of BUSINESS EDUCATION, Ira J. Kibby, Chief

Bureau of HOMEMAKING EDUCATION, Bertha M. Akin, Chief

Bureau of OCCUPATIONAL INFORMATION AND GUIDANCE, Donald E. Kitch, Chief

Bureau of TRADE AND INDUSTRIAL EDUCATION, Samuel M. Fick, Chief

VOCATIONAL REHABILITATION, Bureau of, Harry D. Hicker, Chief of Bureau, 705 California Street, Sacramento 14

O